A photograph of four young children sitting on a yellow wooden merry-go-round in a sandy playground. The children are of diverse backgrounds. The merry-go-round has a central hub with a red and white circular design. The background is a bright, sunny day with shadows cast on the sand. The entire image is framed by a thick yellow border.

**Nebraska Even Start
Family Literacy Program**

**Evaluation Report
2007-2008 Program Year**

2008 8 23

Nebraska Department of Education – Even Start Family Literacy Program

Even Start Family Literacy is a program of the United States Department of Education administered through the Nebraska Department of Education, Office of Early Childhood. The Even Start Family Literacy Program (ESFLP) is intended to help break the cycle of poverty and illiteracy and improve the educational opportunity of low income families. This is accomplished by integrating intensive early childhood education, adult literacy or adult basic education including support for English language learners and parenting education.

Six Even Start Family Literacy Program sub-grantees across Nebraska are represented in this report, including one urban sub-grantee (Lincoln) and five rural sub-grantees (Crete, Gage County, Hastings/Grand Island, Lexington, and Wakefield).

ESFLPs are implemented through cooperative projects that build on existing community resources to create a new range of services and assist children and adults from low-income families to achieve challenging state content standards and student performance standards. In Nebraska, ESFLPs are expected to operate in congruence with widely recognized definitions of best practice for early childhood, adult, and parenting education. ESFLPs provide an opportunity for communities to craft family-centered programs designed to ensure the success of all of the community's children in their schooling. Eligible applicants reflect partnerships comprised of both local education agencies, including educational service units, and one or more community-based organizations, public agencies, institutions of higher education, or other non-profit organizations.

State technical assistance funds support ESFLP professional development and support in part through the Nebraska Department of Education and regional professional development partnerships across the state.

The purpose of an ESFLP is to provide assistance to parents to: 1) be the primary and most significant teachers of their children; 2) provide a family literacy environment for their children; 3) achieve their own goals related to literacy and education; 4) locate services for the health, nutrition, safety and well being of their family; and 5) assure quality education for their children. The primary design of ESFLP is the establishment of instructional programs that promote adult literacy, training parents to support the educational growth of their

children, and support of children for success in regular early childhood and school programs. During the past year, families had the opportunity to participate in adult education/English as a Second Language (ESL) classroom programs, and parent-child interactive literacy times. Home visits were provided in order to identify family strengths and to integrate instructional and parenting supports into families' home routines.

Description of Nebraska ESFLPs

During the 2007-2008 grant year, six sub-grantees were funded across Nebraska. The projects and their locations are described in the following.

ESFLP Grantees in Nebraska

- **Head Start Child & Family Development Program (Hastings/Grand Island)**
- **Crete Public Schools**
- **Wakefield Public Schools**
- **Community Service Center (Lexington)**
- **Family Resource Center (Beatrice)**
- **Lincoln Public Schools**

Description of Families and Children Participating in Even Start Family Literacy Programs in Nebraska

Description of Children and Families Served

Eligible participants in the ESFLPs are parents eligible for participation in an adult education program and their children from birth through age 7. To be eligible, at least one parent and one or more eligible children must participate together in all components of the ESFLP (early childhood, parenting, and adult education). Parenting teens under age 16 are also eligible to participate with their children as long as the school district provides the basic education component for the teen parent. Once a family's eligibility is established and that family is participating in the program as required, all members of the family may continue to participate until all the eligible family members are ineligible (i.e., no members of the family are eligible for adult education or ancillary services, and all children have reached 8 years of age).

During the past year 141 families, including 160 adults and 208 children, were served across the six sub-grantees in Nebraska. Participation of children by age group was as follows:

Total Distribution of Children Served in ESFLP Across Programs

	Under 1	Age 1	Age 2	Age 3	Age 4	K through Grade 2	Total
Total	49	31	22	27	41	38	208

The majority of the parents or adult family members served were participating as English language learners (98 or 61%). There were 94 newly enrolled families. Of these, 71 or 75% of the families were at or below the federal poverty level and poverty data were missing from one program serving 14 families. Of the 114 newly enrolled adults, 99 or 87% did not have a high school diploma or GED, and 51 or 45% had not attended school beyond the 9th grade.

Program Participation

One of the primary goals of the parents enrolled in ESFLP was to improve their own literacy skills. In order to support their literacy skills, the adults participated in a variety of educational services including parenting education, intermediate and secondary education, GED preparation and/or ELL classes. The goal for average monthly hours of participation in adult education is 60 hours monthly and the goal for parent education is 20 hours monthly.

Average Hours Participated Monthly

Adult Education Hours Across Programs	Parent Education Hours Across Programs
Monthly Average	Monthly Average
14	4

Average monthly participation rates were approximately 14 hours for adult education and 4 hours for parenting education. There was great variability across the programs in the participation rates, with one program not reporting this information. The adult education hours were significantly less than the 60 hours recommended by the US Department of Education, Even Start Family Literacy Program, GPRA Indicators. Participation hours in parent education, were also far less than the GPRA indicator recommendations of 20 hours monthly.

Programs reported several barriers, including limited offering of adult education in smaller communities, working parents with less time available for greater participation, child care and transportation barriers, and most commonly, striving to provide intensive adult education and parent education offerings in an era of budget cutting, both in Even Start funding and Adult Education funding. Also, some programs were not complete with their data reporting. One program was transferred to a different fiscal agent due to the closure of the other organization.

Non-traditional means of trying to accommodate parent needs were reported by grantees. Some offered self-directed learning opportunities, both for adult education and for parent education and interactive literacy activities. Some began to offer adult education directly, rather than relying solely on partners.

Non-educational support services utilized by adults include: transportation to the program or other services, child care, employment assistance (referrals, placement and vocational counseling), family support (counseling and support groups), health referrals, screening, social services (public assistance such as food pantries, emergency relief, WIC, etc.) and interpreters. Non-educational support services utilized by children of the ESFLP include transportation, health care, meals, counseling, and interpreters. A variety of child-related ESFLP services were available to participating families including:

- Organized, center-based early childhood education through programs such as private programs, Head Start, Early Head Start, Migrant, Special Needs, and Title I;
- Home-based early childhood education (through the home visitation program);
- Compulsory schooling (K-3).

Children's participation rates in Even Start sponsored activities averaged 23 hours monthly. One program did not report early childhood participation data.

Program Evaluation Findings

Evaluation Purpose

The purpose of the statewide Even Start program evaluation was to provide: (a) descriptive information regarding these programs, (b) process data that will assist state staff in continually improving the quality of services to families and their children, and (c) outcome data that will assist the state in determining the extent to which the grantees achieved their anticipated outcomes. Key to monitoring program outcomes was the establishment of state standards and performance indicators. Data collection was accomplished through the joint efforts of ESFLP and program evaluation staff through the collection of data across multiple sources and forms using both qualitative and quantitative approaches. In addition, each program has a local evaluator to assist with program improvement and to address local questions. There are four standards, which address adult education, English language learning, child, and parenting outcomes.

Quality Environments for Young Children

Quality early childhood programs have been linked to immediate, positive developmental outcomes, as well as long-term positive academic performance (Burchinal, Peisner-Feinberg, Bryant, & Clifford, 2000; Ramey & Ramey, 1998). Three instruments were used to observe and rate classrooms used by ESFLP children across Nebraska. These included the Early Language and Literacy Classroom Observation (ELLCO), the Infant/Toddler Environment Rating Scale-Revised (ITERS-R), and the Early Childhood Environment Rating Scale-Revised (ECERS-R).

Early Language and Literacy Classroom Observation

The Early Language and Literacy Classroom Observation (Smith, Dickinson, et al, 2002) was used to measure the language and literacy practices of early childhood classrooms. The ELLCO is composed of three interdependent research tools: the Literacy Environment Checklist (summarizes the organization and contents of the classroom); the Classroom Observation and Teacher Interview (gathers objective ratings of the quality of the language and literacy

environment of the classroom); and the Literacy Activities Rating Scale (summarizes information on the nature and duration of observed literacy activities). The Nebraska Department of Education, Office of Early Childhood, established quality indicators for the ELLCO, which are 67% of possible score on each of the domains.

Summary Scores on ELLCO

Average of Percent of Possible Score	Literacy Environment Checklist	Classroom Observation	Literacy Activities Rating Scale	Overall
Fall	88.34%	86.67%	67.52%	80.84%
Spring	97.56%	86.43%	76.92%	86.97%

Each of the six sub-grantees had classrooms which were observed and rated by external evaluators in the fall and two had classrooms observed and rated in the spring. Overall, the programs did not meet the state indicators of quality for the Literacy Activities Rating Scale portion of the ELLCO, but did exceed quality indicators for all other areas. It will be recommended that the Nebraska Department of Education ESFLP staff identify means for providing technical assistance to sub-grantees to strengthen the quality and intensity of literacy activities being carried out in partner early childhood classrooms.

Environment Rating Scales

The Infant/Toddler Environment Rating Scale-Revised (ITERS-R, Harms, Cryer & Clifford, 2005) and Early Childhood Environment Rating Scale-Revised (ECERS-R, Harms, Clifford, & Cryer, 1998) are observation measures designed to assess a broad variety of areas. These areas include space and furnishings, personal care routines, language and reasoning activities, learning activities, interactions, program structure, and meeting adult needs (parents and staff). Ratings are on a 7-point scale, with 7 being excellent. The Nebraska Department of Education, Office of Early Childhood, has established state indicators of quality on these measures. For the Environment Rating Scales, the quality indicator is 5 or higher overall.



Quality classrooms. Since only one classroom was observed using the ITES-R we will not report these data. All sub-grantees provided ECERS-R data.

Preschool Classroom Quality Rating Scores (ECERS-R)

	Space & Furnishings	Personal Care Routines	Language-Reasoning	Learning Activities	Interaction	Program Structure	Parents & Staff	Overall Average
2007/2008	5.69 (4.88-6.88)	5.27 (3.80-6.80)	6.54 (6.25-7.00)	5.78 (5.20-6.70)	6.67 (5.40-7.00)	6.17 (4.50-7.00)	6.53 (6.17-7.00)	6.06 (5.33-6.54)
2006/2007	6.20 (4.75-6.88)	6.17 (4.80-7.00)	6.58 (5.75-7.00)	5.84 (4.40-6.70)	6.47 (4.40-7.00)	6.72 (5.75-7.00)	6.61 (6.00-7.00)	6.28 (5.40-6.74)
2005/2006	5.87 (4.63-6.84)	4.88 (2.20-6.60)	5.36 (3.00-6.75)	5.30 (3.56-6.50)	5.33 (2.75-7.00)	5.33 (1.60-7.00)	6.12 (5.17-6.88)	5.49 (3.40-6.56)
2004/2005	5.95 (3.88-7.00)	5.87 (4.83-7.00)	6.04 (3.25-7.00)	5.51 (4.30-6.67)	6.36 (5.20-7.00)	6.55 (4.60-7.00)	6.61 (5.83-7.00)	6.09 (5.33-6.98)
2003/2004	5.65 (3.88-6.75)	6.26 (4.50-7.00)	5.17 (2.50-6.75)	5.45 (5.00-5.70)	6.27 (5.25-7.00)	6.11 (3.67-7.00)	5.96 (3.60-7.00)	5.74 (4.19-6.36)
<i>1= inadequate 3 = minimal 5 = good 7 = excellent</i>								

Overall, the quality of the preschool classrooms ranged between good to excellent with a score of 6.06. Overall scores decreased slightly compared to the previous program year. Language & Reasoning, Supports for Parents & Staff, and Program Structure appear to be strengths in these classrooms. The domain of Personal Care Routines was a slightly lower rated area. Classrooms from two sub-grantees did not meet the state indicator of quality and were re-observed in the spring. One met the state indicator of quality in the spring and the other did not.

Assist Children in Reaching their Full Potential

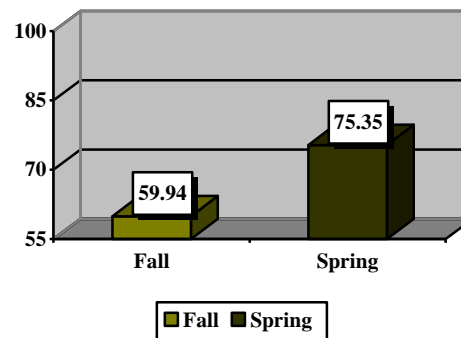
Outcomes for preschool and school-aged children were monitored through the use of multiple assessments. The Peabody Picture Vocabulary Test (3rd Edition) (PPVT-III) and the Phonological Awareness Literacy Screening were used to collect outcome data on preschool children from each program. Teacher surveys were completed to assess educational outcomes for school-age children.



Vocabulary. The Peabody Picture Vocabulary Test III (PPVT-III) was used to measure children's progress with vocabulary development. The PPVT is a standardized measure where the average score is 100 and the average range of scores is 85 – 115. Fall and spring data were collected for a total of 17 four year old children served for a

minimum of six months. Of these children with matched fall and spring data, many obtained spring standard scores of 85 or better (seven or 41%). The remainder (ten or 59%) had spring standard scores of less than 85.

PPVT Standard Scores



A gain of 4 more standard score points is the federal Even Start indicator. For the 17 age-eligible Even Start children, 14 made a gain of 4 or more standard score points from fall to spring. This represents 82% of the four year old children served.

Early Literacy Skills Development. The Phonological Awareness Literacy Screening (PALS-PreK) was used to assess the uppercase letter identification skills of kindergarten bound children (i.e., 4 and 5 years old). The PALS-PreK provides end-of-the-year developmental ranges appropriate for four year old children for the Uppercase Letter subtest of the instrument. In the spring, 21 children were assessed with the PALS (four greater than were assessed with the PPVT). Three of these additional four children were not in the ESFLP in the fall and were not in the program for greater than six months; therefore, their data

was removed from this analysis. This resulted in 18 children being included in the dataset. One child did participate greater than six months and the sub-grantee inaccurately did not collect PPVT data in the fall and spring (program error). This child's data was included in the PALS dataset.

On the spring assessment, the 18 four year old children assessed with the PALS could identify an average of 16.67 uppercase letters, an improvement compared to 15.63 uppercase letters in 2006-07 and 14.81 (2005-06).

School-Age Children

Teachers were asked to rate student performance outcomes on children served by ESFLP. Primarily, teachers were asked whether students met/exceeded district objectives in language and mathematics.

A total of 17 teacher surveys were collected from two sub-grantees. All children were in kindergarten, first, or second grade. The other sub-grantees did not submit these data.

Met district standards. Teachers were asked to rate whether students in the program met the district standards in reading, writing, and mathematics. These measures were used as an indicator of academic success. A substantial portion of the children met district standards in reading, writing, and mathematics.

Statewide Percentage of Students Meeting District Objectives

Subjects	Met	Not Met
Reading (reading, speaking, listening)	82%	18%
Writing	82%	18%
Mathematics	88%	12%

Strengthen Parenting Skills that Support Children's Development and Learning

Assessment of Parenting Skills

The ESFLP offers family interactive literacy activities. Parent education and parent-child interaction skills were evaluated by staff completion of the Even

Start Family Literacy Parent Education Profile (PEP) (Dwyer, 2002) [Scales I and II]. The PEP Scale I: Parent's Support for Children's Learning in the Home Environment addresses four areas: 1) Use of Literacy Materials, (2) Use of TV/Video, (3) Home Language and Learning, and (4) Priority of Learning Together. Scale II: Parent's Role in Interactive Literacy Activities evaluates three areas: (1) Expressive and Receptive Language, (2) Reading with Children, and (3) Supporting Book/Print Concepts. Ratings are based on a five point scale with 1 = little or no evidence of desired behaviors; limited awareness; limited acceptance and 5 = ability to work desired behaviors into daily life, adaptability to child's interests and abilities, extends learning, makes connections for child. The results are summarized in the following table.



Summary of PEP Ratings of Family Literacy Skills

PEP Scale	Fall Avg	Spring Avg	Gain Score
Scale I: Parent's Support for Children's Learning in the Home Environment	2.19	3.01	0.82
Scale II: Parent's Role in Interactive Literacy Activities	2.21	3.11	0.90

Matched PEP scales (fall to spring) were reported for 50 families from four sub-grantees. Overall, families showed improved skills from fall to spring. Slightly greater gains were made in the area of interactive literacy.

Support Parents in Improving Educational and Occupational Skills

A central component of this program is adult literacy. Parents participated in adult education programs that were offered through a wide variety of classes. Adult education outcomes were evaluated through assessments such as Test of Adult Basic Education (TABE) and Basic English Skills Test (BEST). A range of outcomes were reported on the performance indicators for adult education and English language learning. Primary goals included Adult Basic Education, learning English, obtaining at GED, attending middle or high school, improving basic literacy, and post-secondary education or employment goals.

Primary Goal	Number of Adults	Outcomes
Adult Basic Education	14	8 improved at least one level Of the 14, 9 obtained GED
English as a Second Language	56	44 improved at least one level
High school	16	4 earned high school diploma and 12 continued progress
TOTAL	86	

Seventy-nine percent of ELL participants improved at least one level and 57% of ABE participants improved at least one level. Most of the adults in basic education obtained a GED (64%). Barriers for those not attaining goals often included participation. Sixty hours of participation are required between testing and retesting opportunities, both with the TABE and with the BEST in adult education. For some parents, attaining and maintaining this level of participation was difficult.

Another evaluation strategy used to exemplify the impact a program can have on one participant is to use a success story. In this case, the success story represents the real impact an Even Start Family Literacy Program has had on one participant's family. This is not to say that every family experiences the same outcomes. Rather, it is the interaction of the supports Even Start provides and the family's own striving to change their circumstances that can ultimately result in a significant change in life experience. This story is a highlight of one family's success. The parent's name has been changed to protect her family's privacy.

One Family's Journey...A Success Story

On April 9, 2002 RS joined the Even Start Family. She had brought her children to the preschool program offered at the Center and had participated very actively in that program since the fall of 2001. Her daughters were 3 and 4 years old. No one in her family had any English vocabulary. RS realized the importance of learning with her children, both for her and for the girls. She wanted to learn English so she could work in a restaurant someday.

RS worked very hard in her classes for make progress. She attended class regularly with very few absences. Parenting activities were always attended and she never missed a home visit. The home visitor saw evidence at each subsequent visit that the strategies suggested previously had been implemented and were utilized successfully. The Even Start program became the family's social network and each family member looked forward to class nights and activity times. Attending classes and activity times was not an easy task for this family. RS and her husband worked different shifts. The family now grew to include a son and then another daughter. Still RS never quit. She attended class regularly, she looked forward to the home visits, and she worked on her homework religiously. When given a workbook as her homework, she was the first in the class to complete it successfully.

Even with the hard work and hours employed toward the goal of successfully completing the ESL class, RS didn't see a lot of progress in the test scores. Amazingly, she didn't get discouraged. Even after a fellow student, not an Even Start participant, ridiculed her about her continuation in the class, she didn't quit. Then the class was changed to a more holistic approach, one in which parenting was infused into the ESL class which was focused on topics specific to the family's needs such as: the school system, visiting the doctor, literacy, and your home. With this change, after 5 years of study and work, RS saw her test scores rising. In fact, over the course of the past year she jumped three levels. While she knew that she had been learning over the past 5 years, she now had evidence. She was an equal in the classroom. She was no longer behind everyone else. She began helping others.

Not only is she successful in the classroom, but RS and her family were enjoying a home life that was greatly improved. She and her children sit down together in the evening and do their homework. They enjoy spending time reading and doing craft projects. A weekly visit to the community library is anticipated by all of the family. When her daughters started preschool, they were in great need of additional assistance from the special education staff. Their needs were across the board. When her son entered preschool three years later, his only need was additional language help. At the end of this school year, RS's daughters did not need additional help and her son was well on his way to the same result. RS is a living testimony to hard work and perseverance. Never give up!

Summary and Recommendations

This evaluation highlights the performance of the Nebraska Even Start Family Literacy Program (ESFLP) in accomplishing its identified outcomes. There are six sub-grantees across Nebraska. They serve an at-risk population of children and families. Most adults served were English Language Learners, low income, and had limited education. These children and families demonstrated high levels of participation across all of the ESFLP offerings.

Based on evaluation of the early childhood education environments provided for the children it serves, ESFLPs generally operate or partner with high quality early childhood programs. Strengths were identified in positive interactions, providing learning activities, and literacy-rich classroom spaces. An area for improvement was the consistent, systematic delivery of literacy activities such as reading and writing. **It is recommended that the Nebraska Department of Education ESFLP staff identify means for providing technical assistance to sub-grantees to strengthen the quality and intensity of literacy activities being carried out in partner early childhood classrooms.**

Young children's outcomes were positive on broad, developmental measures, including improved vocabulary (English) and letter identification. Eighty-two percent of kindergarten-bound children made a gain of four or more standard score points on the Peabody Picture Vocabulary Test-3rd Edition. On average, children gained 15 standard score points on this measure. This is a significant gain, generally equating to one standard deviation of change. Kindergarten-bound children could identify an average of 17 uppercase letters of the alphabet by the spring.

Results for school-age children were also positive. Eighty-two percent of children were at or above district standards in reading and writing. In mathematics, 88% of children were at or above district standards.

Families achieved positive outcomes. Despite low participation rates in parent education, parents made strong gains (0.82 to 0.90) on the Parent Education Profile Scales (Scale I and Scale II). In terms of adult education or English as a Second Language gains, about 57% of adult basic education participants improved at least one level and 64% obtained a GED. Seventy-nine percent of English as a Second Language participants improved at least one level.

Overall, the Nebraska Even Start Family Literacy Program met the needs of the families it served. Parents increased their own parenting knowledge and skills and made gains in adult education and English language learning, while most children evidenced positive developmental outcomes.

Submitted by Statewide Evaluator

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APPENDIX: FEDERAL CSPR

2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)

2.2.1 Subgrants and Even Start Program Participants

For the reporting program year July 1, 2007 to June 30, 2008, please provide the following information:

2.2.1.1 Federally Funded Even Start Subgrants in the State

Number of federally funded Even Start subgrants	Six
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Source – Manual entry by SEA into the online collection tool.

2.2.1.2 Even Start Families Participating During the Year

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

1. “Participating” means enrolled and participating in all four core instructional components.
2. “Adults” includes teen parents.
3. For continuing children, calculate the age of the child on July 1, 2007. For newly enrolled children, calculate their age at the time of enrollment in Even Start.
4. Do not use rounding rules.

The total number of participating children will be calculated automatically.

	# Participants
1. Families participating	141
2. Adults participating	160
3. Adults participating who are limited English proficient (Adult English Learners)	98
4. Participating children	208
a. Birth through 2 years	102
b. Age 3 through 5	68
c. Age 6 through 8	38
d. Above age 8	0

Source – Manual entry by SEA into the online collection tool.

2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of newly enrolled families for each of the groups listed below. The term “newly enrolled family” means a family who enrolls for the first time in the Even Start project or who had previously been in Even Start and re-enrolls during the year.

	#
1. Number of newly enrolled families	94
2. Number of newly enrolled adult participants	114
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	71
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	99
5. Number of newly enrolled adult participants who have not gone beyond the 9 th grade at the time of enrollment	51

Source – Manual entry by SEA into the online collection tool.

2.2.1.4 Retention of Families

In the table below, provide the number of families who are newly enrolled, those who exited the program during the year, and those continuing in the program. For families who have exited, count the time between the family’s start date and exit date. For families continuing to participate, count the time between the family’s start date and the end of the reporting year (June 30, 2008). For families who had previously exited Even Start and then enrolled during the reporting year, begin counting from the time of the family’s original enrollment date. **Report each family only once in lines 1-4.** Note enrolled families means a family who is participating in all four core instructional components. The total number of families participating will be automatically calculated.

Time in Program	#
1. Number of families enrolled 90 days or less	45
2. Number of families enrolled more than 90 but less than 180 days or less	32
3. Number of families enrolled more than 180 days but 365 days or less	32
4. Number of families enrolled more than 365 days	32
5. Total families enrolled	141

Source – Manual entry by SEA into the online collection tool.

2.2.2 Federal Even Start Performance Indicators

This section collects data about the federal Even Start Performance Indicators.

In the space below, provide any explanatory information necessary for understanding the data provided in this section on performance indicators.

The response is limited to 8,000 characters.

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2.2.2.1 Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of adults who showed significant learning gains on measures of reading. To be counted under “pre- and post-test”, an individual must have completed **both** the pre- and post-tests.

The definition of “significant learning gains” for adult education is determined by your State’s adult education program in conjunction with the U.S. Department of Education’s Office of Vocational and Adult Education (OVAE).

These instructions/definitions apply to both 2.2.2.1 and 2.2.2.2.

Note: Do not include the Adult English Learners counted in 2.2.2.2.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE	14	13	
CASAS			
Other			

Source – Manual entry by SEA into the online collection tool.

2.2.2.2 Adult English Learners Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of Adult English Learners who showed significant learning gains on measures of reading.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
BEST	72	59	
CASAS			
TABE			
Other			

Source – Manual entry by SEA into the online collection tool.

2.2.2.3 Adults Earning a High School Diploma or GED

In the table below, provide the number of school-age and non-school age adults who earned a high school diploma or GED during the reporting year.

The following terms apply:

1. “School-age adults” is defined as any parent attending an elementary or secondary school. This also includes those adults within the State's compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.
2. “Non-school-age” adults are any adults who do not meet the definition of “school-age.”
3. Include only the number of adult participants who had a realistic goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by State, so you should include only those adult participants for whom attainment of a GED or high school diploma is a possibility.

School-Age Adults	# with goal	# Who Met Goal	Explanation (if applicable)
Diploma	5	4	
GED	1	0	
Other			

Source – Manual entry by SEA into the online collection tool.

Non-School-Age Adults	# with goal	# Who Met Goal	Explanation (if applicable)
Diploma			
GED	11	7	
Other			

Source – Manual entry by SEA into the online collection tool.

2.2.2.4 Children Age-Eligible for Kindergarten Who Are Achieving Significant Learning Gains on Measures of Language Development

In the table below, provide the number of children who are achieving significant learning gains on measures of language development.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took both a pre- and post-test with at least 6 months of Even Start service in between.
3. A "significant learning gain" is considered to be a standard score increase of 4 or more points.
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions in English.

	# Age-Eligible	# Pre- and Post- Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	18	17	14		One sub-grantee failed to collect a PPVT on one eligible child
PPVT-IV					
TVIP					

Source – Manual entry by SEA into the online collection tool.

2.2.2.4.1 Children Age-Eligible for Kindergarten Who Demonstrate Age-Appropriate Oral Language Skills

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PPVT-III or TVIP in the spring of the reporting year.
3. # who met goal includes children who score a Standard Score of 85 or higher on the spring PPVT-III

4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions in English.

Note: Projects may use the PPVT-III or the PPVT-IV if the PPVT-III is no longer available, but results for the two versions of the assessment should be reported separately.

	# Age-Eligible	# Post-Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	18	17	7		One sub-grantee failed to collect a PPVT on one eligible child. Average fall standard scores were 60 and average spring standard scores were 75
PPVT-IV					
TVIP					

Note: New to SY 2007-08 CSPR collection. Proposed under OMB 83I

2.2.2.5 The Average Number of Letters Children Can Identify as Measured by the PALS Pre-K Upper Case Letter Naming Subtask

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PALS Pre-K Upper Case Letter Naming Subtask in the spring of 2008.
3. The term "average number of letters" includes the average score for the children in your State who participated in this assessment. This should be provided as a weighted average (An example of how to calculate a weighted average is included in the program training materials) and rounded to one decimal.
4. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.

	# Age-Eligible	# Tested	# Exempted	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case	18	18	0	16.67	

Source – Manual entry by SEA into the online collection tool.

2.2.2.6 School-Aged Children Reading on Grade Level

In the table below, provide the number of school-age children who read on or above grade level (“met goal”). The source of these data is usually determined by the State and, in some cases, by school district. Please indicate the source(s) of the data in the “Explanation” field.

Grade	# In Cohort	# Who Met Goal	Explanation (include source of data)
K	6	6	
1	9	6	
2	2	2	
3	0	0	

Source – Manual entry by SEA into the online collection tool.

2.2.2.7 Parents Who Show Improvement on Measures of Parental Support for Children's Learning in the Home, School Environment, and Through Interactive Learning Activities

In the table below, provide the number of parents who show improvement (“met goal”) on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

While many states are using the PEP, other assessments of parenting education are acceptable. Please describe results and the source(s) of any non-PEP data in the “Other” field, with appropriate information in the Explanation field.

	# In Cohort	# Who Met Goal	Explanation (if applicable)
PEP Scale I	50	46	
PEP Scale II	50	45	

PEP Scale III			Not used
PEP Scale IV			Not used
Other			

Source – Manual entry by SEA into the online collection tool.